

Legislative and Regulatory Background Information Youth Benchmarking Systems

The Workforce Investment Act of 1998 (Excerpts)

SEC. 129. USE OF FUNDS FOR YOUTH ACTIVITIES.

(a) Purposes.

The purposes of this section are--

- (1) to provide, to eligible youth seeking assistance in achieving academic and employment success, effective and comprehensive activities, which shall include a variety of options for improving educational and skill competencies and provide effective connections to employers;
- (2) to ensure on-going mentoring opportunities for eligible youth with adults committed to providing such opportunities;
- (3) to provide opportunities for training to eligible youth;
- (4) to provide continued supportive services for eligible youth;
- (5) to provide incentives for recognition and achievement to eligible youth; and
- (6) to provide opportunities for eligible youth in activities related to leadership, development, decision making, citizenship, and community service.

(c) Local Elements and Requirements.

(1) Program design.--

Funds allocated to a local area for eligible youth under paragraph (2)(A) or (3), as appropriate, of section 128(b) shall be used to carry out, for eligible youth, programs that--

- (A) provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;

- (B) develop service strategies for each participant that shall identify an employment goal (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program; and
- (C) provide--
 - (i) preparation for postsecondary educational opportunities, in appropriate cases;
 - (ii) strong linkages between academic and occupational learning;
 - (iii) preparation for unsubsidized employment opportunities, in appropriate cases; and
 - (iv) effective connections to intermediaries with strong links to--
 - (I) the job market; and
 - (II) local and regional employers.

(2) Program elements.

The programs described in paragraph (1) shall provide elements consisting of--

- (A) tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies;
- (B) alternative secondary school services, as appropriate;
- (C) summer employment opportunities that are directly linked to academic and occupational learning;
- (D) as appropriate, paid and unpaid work experiences, including internships and job shadowing;
- (E) occupational skill training, as appropriate;
- (F) leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate;
- (G) supportive services;
- (H) adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- (I) followup services for not less than 12 months after the completion of participation, as appropriate; and
- (J) comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

(3) Additional requirements.

(A) Information and referrals.

Each local board shall ensure that each participant or applicant who meets the minimum income criteria to be considered an eligible youth shall be provided--

- (i) information on the full array of applicable or appropriate services that are available through the local board or other eligible providers or one-stop partners, including those receiving funds under this subtitle; and
- (ii) referral to appropriate training and educational programs that have the capacity to serve the participant or applicant either on a sequential or concurrent basis.

(B) Applicants not meeting enrollment requirements.

Each eligible provider of a program of youth activities shall ensure that an eligible applicant who does not meet the enrollment requirements of the particular program or who cannot be served shall be referred for further assessment, as necessary, and referred to appropriate programs in accordance with subparagraph (A) to meet the basic skills and training needs of the applicant.

SEC. 136. PERFORMANCE ACCOUNTABILITY SYSTEM.

(a) Purpose.

The purpose of this section is to establish a comprehensive performance accountability system, comprised of the activities described in this section, to assess the effectiveness of States and local areas in achieving continuous improvement of workforce investment activities funded under this subtitle, in order to optimize the return on investment of Federal funds in statewide and local workforce investment activities.

(b) State Performance Measures.

(1) In general.

For each State, the State performance measures shall consist of--

- (A) (i) the core indicators of performance described in paragraph (2)(A) and the customer satisfaction indicator of performance described in paragraph (2)(B); and
- (ii) additional indicators of performance (if any) identified by the State under paragraph (2)(C); and
- (B) a State adjusted level of performance for each indicator described in subparagraph (A).

(2) Indicators of performance.

(A) Core indicators of performance.

- (i) In general.--The core indicators of performance for employment and training activities authorized under section 134 (except for self-service and informational activities) and (for participants who are eligible youth age 19 through 21) for youth activities authorized under section 129 shall consist of--

 - (I) entry into unsubsidized employment;
 - (II) retention in unsubsidized employment 6 months after entry into the employment;
 - (III) earnings received in unsubsidized employment 6 months after entry into the employment; and
 - (IV) attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment, or by participants who are eligible youth age 19 through 21 who enter postsecondary education, advanced training, or unsubsidized employment.
- (ii) Core indicators for eligible youth.--The core indicators of performance (for participants who are eligible youth age 14 through 18) for youth activities authorized under section 129, shall include--

 - (I) attainment of basic skills and, as appropriate, work readiness or occupational skills;
 - (II) attainment of secondary school diplomas and their recognized equivalents; and
 - (III) placement and retention in postsecondary education or advanced training, or placement and retention in military service, employment, or qualified apprenticeships.

(B) Customer satisfaction indicators.

The customer satisfaction indicator of performance shall consist of customer satisfaction of employers and participants with services received from the workforce investment activities authorized under this subtitle. Customer satisfaction may be measured through surveys conducted after the conclusion of participation in the workforce investment activities.

Final Regulations (Excerpts)

Some comments requested greater specificity and clarity for the definitions of the measures.

Response: The language in Sec. 666.100(a) reflects the language in section 136(b)(2) of the Act. In general, we feel that the statutory language provides the basis for on-going consultation with partners and stakeholders. Then, as appropriate, additional guidance can be provided, such as the recent guidance on the measures provided in Training and Employment Guidance Letters (TEGL), number 7-99 and 8-99. However, in response to a specific comment that attainment of basic skills was too general and not necessarily related to program services, we clarified the measure for younger youth, at Sec. 666.100(a)(3)(i), to reflect the basic program design for youth that establishes one or more goals for participants each year. Attainment of basic skills goals, and, as appropriate, work readiness or occupational skills goals, is, therefore, a more accurate way to describe the measure, but it is limited to no more than three goals per year. Use of the term “goals” in reference to these difference skills acknowledges that obtaining skills, especially for younger youth, is an incremental process. This concept is described in more detail in TEGL 7-99.

Training and Employment Guidance Letter No. 7-99 (Excerpts)

4. Performance and Accountability Framework.

A. Applying the WIA Core Measures Across Partner Programs.

A major emphasis of the legislation is improving coordination between the workforce investment system and adult education, literacy, and vocational rehabilitation programs that were re-authorized in the bill and vocational education programs addressed in separate legislation. Incentive grants will be awarded based on exceeding State adjusted levels of performance for WIA Titles I and II (Adult Education and Literacy) and the Carl D. Perkins Vocational and Applied Technology Education Act. The Department is working with the U.S. Department of Education to develop a coordinated performance accountability framework across labor, adult education, vocational education and vocational rehabilitation programs. Initially, these efforts are focusing on the common components of the core measures. These efforts will also include developing common terms and additional measures which States and localities may choose to draw upon.

To encourage integration of services and recognize shared contributions toward outcomes, the Department will use the following strategy for tracking and reporting across WIA Title I funded (WIA funded programs) and other workforce investment partners. Once an individual has registered for WIA funded services, programs can claim credit for outcomes on core measures attained by participants who receive non-WIA funded services (such as those offered by One-Stop and School-to-Work partner programs). The non-WIA-funded partner programs that are included in the performance measurement system must be party to local Memorandums of Understanding (MOU).

Each partner program must have the capacity to track registered WIA participants until

the individual exits (the definition of exit is in Section 4.D) all WIA and non-WIA-funded partner services. Some methods for tracking participants across programs include specifying the non-WIA funded services in the individuals' service plans, coordinating services across WIA and non-WIA funded services, and providing follow-up services to individuals.

B. Applying Measures to Funding Streams and Population Groups.

The WIA core measures, other than the customer satisfaction measures, are applied separately to the three funding streams: adult, dislocated workers, and youth. The youth funding stream is further divided into two categories: older youth (aged 19-21) and younger youth (aged 14-18). This means that 15 of the measures are divided among the four different populations groups. The two customer satisfaction measures are applied across all population groups. Since the outcomes vary across the four population groups, the Department maintains that it is important to measure performance separately for each group. The following rules apply to determine how to count participants in the funding streams:

- * If a participant is served by a specific funding stream, he/she will be counted in that funding stream's set of measures (e.g., a participant served by adult funds will be in the adult measures).
- * If a participant is served by more than one funding stream, he/she will be counted in more than one set of measures (e.g., a participant served by youth funds and adult funds will be counted in the youth measures and adult measures).
- * Since there are two sets of measures within the youth funding stream, the following rule applies for those served by the youth funding stream: a youth must be included only in the set of youth measures that applies based on the person's age at registration (i.e., youth between the ages of 14 and 18 at registration will be included in the younger youth measures and youth between the ages of 19-21 at registration will be included in the older youth measures) regardless of how old the participant is at exit (this is a different rule for counting youth in the measures than the rule for counting youth used in PY 1999 by the early implementing States).
- * All exit-based measures (which include all the core measures except the younger youth skill attainment rate and the employer customer satisfaction measure) will be effective when the participant has exited all WIA Title I and partner services (definition of exit is provided in Section D). In the case of a youth participant who becomes an adult participant, the individual will be counted in both the youth measures and adult measures. Neither set of exit-based measures will be applied until that participant has exited the adult program services (as well as all other WIA Title I or partner services). This is because exit-based measures assess a participant's outcome following their full range of services, even when those services are from different program areas.

J. Older Youth (Age 19-21) Measures

Older Youth Entered Employment Rate

Of those who are not employed at registration and who are not enrolled in post-secondary education or advanced training in the first quarter after exit:

Number of older youth who have entered employment by the end of the first quarter after exit divided by the number of older youth who exit during the quarter.

Operational Parameters:

- Individuals who are employed at registration are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment at registration is based on information collected from the registrant, not on UI wage records.
- Individuals in both employment and post-secondary education or advanced training in the first quarter after exit will be included in the denominator. Individuals who are not employed, but are in only post-secondary education or advanced training in the first quarter after exit are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).

Definitions:

Post-Secondary Education - a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.

Advanced Training - an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the One-Stop, WIA and partner, system (i.e., training following exit).

Rationale:

The exclusion of those individuals who move on to post-secondary education or advanced training and not employment avoids the disincentive of penalizing a program for placing an older youth in post-secondary education or advanced training. It better aligns the older youth measures with the younger youth measures which reward programs for moving youth into post-secondary education or advanced training. Those individuals who are excluded from this measure due to entry into post-secondary education or advanced training will be measured in the older youth credential rate.

Older Youth Employment Retention Rate at Six Months

Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit:

Number of older youth who are employed in third quarter after exit divided by the number of older youth who exit during the quarter.

Operational Parameters:

- This measure includes all individuals who are employed in the first quarter following exit, except those individuals who are employed in the first quarter and not employed in the third quarter following exit, but are in post-secondary education or advanced training third quarter following exit. These individuals are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first and third quarters following exit does not have to be with the same employer.

Rationale:

As in the entered employment rate, it would be unfair to penalize a participant who was employed in the quarter after exit, but left employment to start post-secondary education in the third quarter after exit. Therefore, those not employed in the third quarter after exit who are in post-secondary education or advanced training in that third quarter following exit are excluded from the measure.

Older Youth Average Earnings Change in Six Months

Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit:

Total post-program earnings (earnings in quarter 2 + quarter 3 after exit) minus pre-program earnings (earnings in quarter 2 + quarter 3 prior to registration) divided by the number of older youth who exit during the quarter.

Operational Parameters:

- This measure includes the same population as the older youth employment retention measure (regardless of their employment status at registration).
- To ensure comparability of this measure on a national level, the UI wage records will be the only data source for this measure. Therefore, individuals whose employment in either the first or third quarter after exit was determined from

supplementary sources and not from UI wage records are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).

- Individuals who are not found to be employed in the first quarter after exit are excluded from this measure.
- States should exclude from this measure any individuals whose entry (registration) date is so far back in time that accessing quarters 2 and 3 of pre-registration wage data is unfeasible or unreasonable. However, participants excluded from this measure for this reason should still be included in any other applicable measures. For example, the person should still be counted in the retention measure.
- If supplementary sources are the data source for a participant's employment in the 2nd and/or 3rd quarter prior to registration, that participant is excluded from this measure.

Older Youth Credential Rate

Number of older youth who are in employment, post-secondary education, or advanced training in the first quarter after exit and received a credential by the end of the third quarter after exit divided by the number of older youth who exit during the quarter.

Operational Parameters:

- As opposed to the adult and dislocated worker measures where a credential must be coupled with employment, for older youth, a credential can be coupled with employment, entry into post-secondary education, or entry into advanced training.
- As opposed to the adult and dislocated worker measures where only those who received training services are included in the measure, all older youth exiters will be included in this measure.
- Credentials can be obtained while a person is still participating in services. This denominator is different from the adult and dislocated worker credential measure in that those two measures are a subset of participants enrolled in training, while this measure includes all older youth. The reason is that there is not a specific activity of "training" in the youth program as there is in the adult and dislocated worker programs through individual training accounts. Therefore, it is not possible to limit the measure to those enrolled in training.

K. Younger Youth (Age 14-18) Measures

Younger Youth Skill Attainment Rate

Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills:

Total number of basic skills goals attained by younger youth plus number of work readiness skills goals attained by younger youth plus number of occupational skills goals attained by younger youth divided by the total number of basic skills goals plus the number of work readiness skills plus the number of occupational skills goals set.

Operational Parameters:

- The measure should create an appropriate intermediate-type measure for youth who require more services, such as academic and soft skills development, prior to attaining a diploma or equivalency, employment, and post secondary education.
- If a participant is deficient in basic literacy skills, the individual must set, at a minimum, one basic skills goal (the participant may also set work readiness and/or occupational skills goals, if appropriate).
- WIA participants counted in this measure will be all in-school; and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills.
- All youth measured in this rate must have a minimum of one skill goal set per year and may have a maximum of three goals per year.
- The target date for accomplishing each skill goal must be set for no later than one year.
- The skill goal or the target date set can only be extended if the participant has a gap in service where they are placed in a hold status in which the participant is not receiving services but plans to return to the program. When they enter a hold status, the one year clock for the goal target date stops. The clock begins again once the participant is no longer in a hold status.
- Goals will fall into the category of basic skills, work readiness skills, or occupational skills. Participants may have any combination of the three types of skill goals (three skill goals in the same category, two skill goals in one category and one skill goal in another, or one skill goal in each category, etc.).
- Success of skill attainment goals will be recorded in the quarter of goal achievement, while failure will be recorded in the quarter one year from the time the goal was set if not attained by such time.

Definitions:

Basic literacy skills deficient - the individual computes or solves problems, reads, writes, or speaks English at or below the 8th grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. In addition, States and locals have the option of establishing their own definition, which must include the above language. In cases where States and/or locals establish such a definition, that definition will be used for basic literacy skills determination.

Basic skills goal - measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Occupational skills goal - primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Work readiness skills goal - work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

Rationale:

There is concern about the potential lack of comparability among States and local areas on this measure. At the same time, local flexibility is important because of the individual service strategy philosophy. With these competing forces, it is important to set some guidelines to ensure comparability, while not being so proscriptive as to prevent participants from setting appropriate goals. Therefore, a maximum of three goals per person in each year is allowable in order to prevent the setting of multiple minimum-level skills goals, while still encouraging participants to set goals in any one of the skill categories.

Younger Youth Diploma or Equivalent Attainment

Of those who register without a diploma or equivalent:

Number of younger youth who attained secondary school diploma or equivalent by the end of the first quarter after exit divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

Operational Parameters:

- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).
- All younger youth (except those still in secondary school at exit and those who have already attained their diploma or equivalent prior to registration) will be assessed in this measure in the quarter after exit.

Definitions:

High School Diploma Equivalent - a GED or high school equivalency diploma recognized by the State.

Rationale:

Those participants who exit WIA while still enrolled in secondary education are excluded from the measure. This exclusion is because some participants may decide to leave the program before finishing high school. It would be impossible for those participants to have attained a diploma or equivalent at the time of exit if they are still enrolled in high school. This measure is intended to motivate program staff to continue services to participants until they attain a diploma or its equivalent.

Younger Youth Retention Rate

Number of younger youth found in one of the following categories in the third quarter following exit:

- post secondary education
- advanced training
- employment
- military service
- qualified apprenticeships

divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

Operational Parameters:

- If the participant is in one of the placement activities listed above during the third quarter following exit, the individual is counted as successfully retained (the participant does not have to remain in the same activity for the entire retention period, as long as the participant is found in one of the activities during the third quarter).
- If the participant exits WIA and does not enter into any of placement activities by the time retention is measured, the participant is counted in the denominator of the measure and it is reflected as a negative outcome.
- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).

Definitions:

Qualified apprenticeship - a program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency (State Apprenticeship Council). Approval is by certified registration or other appropriate written credential.

Military service - reporting for active duty.

Rationale:

This measure assesses retention in the third quarter following exit from the program. This measurement time period is consistent with the adult and dislocated worker retention period, which also measure retention in the third quarter following exit. The WIA stipulated one measure for younger youth placement and retention. Because of the increasing emphasis on post-program measures, retention was chosen as the focus of this measure. To be consistent with the diploma/equivalency attainment rate and because it would be unfair to penalize those participants who exit while still in secondary school, the denominator of this measure does not include those who exit while still in secondary school.

M. Data Sources and Methods to Collect Data on Adult, Dislocated Worker, and Youth Measures

4. Skill Attainment

To measure skill attainment for the younger youth skill attainment measure, local programs must assess youth at intake to determine whether they are in need of basic skills, work readiness skills, and/or occupational skills. This assessment will include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes and supporting service needs. From this assessment, skill attainment goals will be established (see operational parameters under Section I, skill attainment measure). To determine whether youth meet the skill attainment goals will require a pre-assessment and post-assessment of skill level. The use of a standardized assessment procedure such as a standardized test or a performance-based assessment with a standardized scoring method is encouraged. These tests may include:

- Test of Adult Basic Education (TABE);
- DOL Workplace Literacy Test (DOL-WLT);
- Adult Measure of Educational Skills (AMES);
- Adult Basic Learning Examination (ABLE);
- Adult Literacy Test (ALT), Simon & Schuster;
- Armed Forces Qualifying Test (AFQT);
- Basic Occupational Literacy Test (BOLT);
- California Achievement Test (CAT);
- Career Ability Placement Survey (CAPS);
- Comprehensive Adult Student Assessment System (CASAS);
- General Aptitude Test Battery (GATB);
- Iowa Test of Basic Skills (ITBS);
- Metropolitan Achievement Test (MAT);
- Reading Job Corps Screening Test (RJCST); or
- Wide Range Achievement Test (WRAT)

In cases where a standardized test or a performance-based assessment is not available (such as for work-readiness skills), assessment techniques must be objective, unbiased and conform to widely accepted, clearly defined criteria, be field tested for utility, consistency, and accuracy, and provide for the training/preparation of all raters/scorers. Information on achievement of skill attainment goals should be derived from case management or follow-up services. All data and methods to determine achievement of skill attainment goals must be documented and are subject to audit.

Definitions of Key Terms

Advanced Training - an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the one-stop, WIA and partner, system (i.e., training following exit).

Basic literacy skills deficient - the individual computes or solves problems, reads, writes, or speaks English at or below the 8th grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. In addition, States and locals have the option of establishing their own definition, which must include the above language. In cases where States and/or locals establish such a definition, that definition will be used for basic literacy skills determination.

Basic Skills Goal - measurable increase in basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Credential - nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all State Education Agency recognized credentials. In addition, States should work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.

Occupational Skills Goal - primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Work Readiness Skills Goal - Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.